



SABIS[®]
Educational Services S.A.L.

**The SABIS[®]
Educational System[™]**
Overview and Philosophy

Education for a changing world.[®]

Americas | Europe | Africa | Middle East & Asia

sabis.net



I. The World of SABIS®

SABIS® is an educational organization which manages schools worldwide that presently educate approximately 70,000 students on 5 continents. SABIS® has active presence in 20 countries and around 8,000 employees in the network. These schools implement the **SABIS® Educational System™**, a unique system of education that offers a rigorous, internationally oriented, college-preparatory curriculum, emphasizing the core subjects of English, Maths, Science and World Languages to students from 3+ to 18+ years of age.

The first school in what is now the **SABIS® Network** is the International School of Choueifat, founded in 1886 in the village of Choueifat, a suburb of Beirut - Lebanon. Today, the SABIS® Network consists of schools that operate in both the private and public sectors around the globe. Each school is financially and administratively independent, however, all these schools implement the SABIS® Educational System™, following the same pace and using the same methods in teaching and quality control. New schools adopt the uniform pace as they reach their 'cruising speed'.

Time and results have proven the SABIS® Educational System™ to be highly effective. All courses are appropriate to students' developmental stages and a well-rounded education is offered. The emphasis, however, even from the early years, is on academic achievement. When all aspects of education are methodical and structured, ordinary students can attain extraordinary levels. Individually and collectively, SABIS® schools are known for their commitment to education and are respected for their enviable academic records.

Since 1886, students educated in the SABIS® Educational System™ have been accepted to the most prestigious universities in the United States of America, Canada, the United Kingdom and mainland Europe, the Middle and Far East, and Australia.

II. The SABIS® Educational System™

The SABIS® Educational System™ is distinguished by the philosophy upon which it is based, the goals that it sets, and the methods that it uses to meet these goals. It provides a sound, thorough and high-level education that prepares students to succeed in a rapidly and constantly changing world.

The SABIS® Educational System™ is a dynamic system that evolves to remain relevant in a constantly changing global educational environment.

Mission Statement

SABIS® will be recognized as a provider of top-quality education to a highly diverse student body. It will strive to help all students achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong



learning, and strengthen their civic, ethical, and moral values. SABIS® will maintain high standards of efficiency and accountability throughout its operation.

A. Philosophy and Goals

SABIS® believes that university education is academically accessible to **all students**, not only to a small percentage of very able students. SABIS® also believes that the success of an educational institution is measured by the **value it adds to each individual**.

The **SABIS® academic goals** are:

- . To qualify every student for entrance into colleges/universities around the world
- . To provide a well-rounded education based on a mastery of English and Mathematics
- . To enable students to acquire a firm command of a second language
- . To train students in logical reasoning and critical thinking
- . To prepare students to be able to sustain intellectual efforts for long periods
- . To generate excitement for life-long learning



The **non-academic goals** aim to prepare graduates who:

- . Uphold high standards of ethical, moral and civic conduct
- . Make informed decisions on social issues
- . Defend convictions and reverse negative peer pressure
- . Participate in extracurricular activities, school management and community work
- . Foster tolerance, cooperation and teamwork
- . Understand the people of the world through an appreciation of differences as well as similarities

In an increasingly competitive world, university education gives students a wider choice and a better chance. Although the system is non-selective, practically **all** students educated in the SABIS[®] Educational System[™] graduate from reputable universities and many go on to further studies.

B. What makes this System Different?

SABIS[®] believes that a structured approach gives better results. At its core is:

- . Planning and preparing
- . Teaching methodically and comprehensively, using SABIS[®] teaching methods
- . Conducting frequent and regular testing
- . Continuous and appropriate follow-up
- . Encouraging active student participation in the education process

Everything possible is done to ensure success and **no one who studies in a school in the SABIS[®] School Network is allowed to 'fail in peace'.**

Planning and Preparing

Thorough preparation precedes teaching. Each course is **researched, structured** and described in terms of hundreds of **clearly stated objectives**, eliminating guesswork.

A plan for each subject at each stage is centrally prepared and includes all the 'points' to be taught and the skills to be developed. It is detailed: each objective is precise and measurable; it is paced: progress is charted against a time line. **Each plan for each stage dovetails with that of the following stage**, ensuring that nothing essential to further learning is omitted, enabling the transition from year to year to be smooth and successful.



Teaching Methods

The whole class is taught together, using the unique SABIS Point System®. This means that each objective (called a 'point') of each lesson is taught interactively; alternating oral work, individual written work and group checking. Class time is utilized by building a solid foundation of knowledge through interacting, analyzing, forming and expressing opinions and effectively discussing issues based on critical thinking and logical reasoning.

The varied teaching methods used and the pace set stimulate students, keeping them interested and enthused. When **in class, students actively learn**: they do not simply listen to lengthy explanations or take dictated notes.

Testing, Quality Control, and Student Support

Testing to evaluate student learning, and permit timely positive intervention, is frequent and regular. Students are tested according to a pre-arranged schedule. In addition to end-of-term and end-of-year exams, students are continuously tested: from Level C to Level F (~ 5+ to 8+ years of age), they take Continuous Assessment Tests in each subject twice a term in the classroom environment.

From Level F, students sit for a multiple-choice exam in English and one in Maths each week, and written exams in each subject a minimum of twice a term. Consistency and objectivity are achieved by all markers following the same marking schemes and by teachers marking the scripts of students they do not teach. Teachers do not see exams before students sit for them. All exams are strictly invigilated and, after Level F, they are taken in an Exam Hall.

The **SABIS® Software Systems** provide many programs that allow reliable and prompt assessment of student knowledge and effective follow-up. One such program, the SABIS Academic Monitoring System®, allows 'gaps' in student knowledge to be pinpointed as they form. Teachers and students then focus their efforts on 'filling the gaps'. The identification and elimination of 'gaps' ensures that a coherent and structured body of knowledge is built.

The additional academic support offered includes intensive lessons, full special classes and summer school. The Prefects of the Academic Department of the SABIS Student Life Organization® also give support on an on-going basis through peer-tutoring and study groups. The kind of support given depends on the nature and depth of the problems.



Student Participation

The **SABIS Student Life Organization**[®] is an integral component of the SABIS[®] Educational System[™]. The SABIS Student Life Organization[®] encourages students to take a proactive role in their education by working alongside the administrative and academic staff to raise the general academic and non-academic standard and promote both high social and moral values.

Prefects are appointed by the administration for their competence and potential, are not elected by the student body for their popularity. Ideally, every student should become a prefect. To make the contribution of the Prefects meaningful and rewarding, they are assigned real-life tasks by the Student Life Officer who trains, advises and guides them in all of their efforts. Prefects are taught the social, managerial, academic and physical skills that permit them to organize and manage the SABIS Student Life Organisation[®] departments that encompass all aspects of Student Life, academic and non-academic. Students' leadership potential and their self-reliance are nurtured, while cooperation and coordination are stressed. The Student Life Coordinator monitors and encourages Prefects' endeavours in such a way that they begin to assume responsibility comfortably. Prefects develop the skills that empower them to organize clubs and trips, and to become peer-tutors and peer-coaches.

While being involved and having a good time, students help and motivate one another. They acquire and refine the skills, attitudes and attributes that give them an edge. **The SABIS Student Life Organization[®] helps to increase the desire to participate and excel, and it helps to prepare students for university and for life beyond.**

C. Other Distinguishing Features

There are many characteristics that make the SABIS[®] Educational System[™] different. Some that are very different from most other systems of education are:

Value-Added

SABIS[®] defines a good school as one that adds value to each and every student both academically and personally from the time of admission to the time of graduation. The easy way of achieving good results is through selectivity in the admission and retention of students. SABIS[®] has opted against this approach.

Non-selective Admissions

The SABIS[®] Educational System[™] is highly academically oriented without being selective. Almost any student who is willing to learn is accepted: rarely



are students denied admission. All students are taught methodically and comprehensively; and without selection, outstanding results are achieved. Students at most levels may be accepted throughout the school year.

Placement and Promotion

Students are placed in classes **according to academic attainment**, not age. Although age acts as a limiting factor, it is possible to find a three-year age range in the same class.

There are no academic requirements for acceptance into Levels A and B (~3+ to 4+ years of age). Prospective students at these levels are interviewed. They must be able to speak and to follow simple instructions and they must be toilet-trained. From Level C, **all new students take diagnostic tests** in the core subjects of English and Mathematics (and a second language, where applicable). Diagnostic tests help determine whether or not prospective students have attained the minimum expected standard for the appropriate class. As necessary, new students are prepared to meet their target levels rapidly, and with maximum efficiency. When the diagnostic tests have been marked and checked, and the results discussed and considered, **the Director makes the final placement decision.**

The SABIS[®] Software Systems permit all sections of the same class to be as homogeneous as possible. **Students are not streamed** and neither parents nor students have a choice of section. Any change of section is made at the discretion of the administration and for purely academic reasons.

Students' academic progress is measured by exam performance. Make ups for missed or failed exams have different rules that are clearly designed for the different grade levels. At the end of the academic year, the information obtained from continuous testing and the end-of-term and end-of-year exams determines whether a student is to be promoted, attend and pass a summer course, pass a make-up exam(s), or repeat the same class.

When local regulations permit, outstanding and sustained academic achievement may result in a double promotion. Alternatively, high achievers may be challenged laterally or vertically, depending on the student and the student's interests. They may also be encouraged to reinforce and deepen their knowledge by becoming peer-tutors.

The SABIS[®] Curriculum

An **international, comprehensive, curriculum** is taught in a **multi-cultural environment** of students and staff. **All students are prepared for university and a life of continuous learning.**



Although all courses are age-appropriate, students are encouraged to have high expectations of themselves from the very beginning. In this they are assisted not only by the methods and support already mentioned, but also by the textbooks and workbooks prepared by the **SABIS® Academic Development Division**: these complement the courses studied and ensure that learning has in fact been achieved.

Students are prepared to sit for a variety of internationally recognized examinations. The choice of examinations offered ensures that students' aspirations are catered for. **Students may opt to sit for the O-Level, AS-Level and A-Level examinations of the British system of education and/or the American College Board exams (TOEFL, SAT I, SAT II and the Advanced Placement® (AP®)).** They also have the option to study for the **High School Diploma** as well as for **national examinations**, as appropriate. **These exams may be taken separately or in different combinations.**

The design and flexibility of the curriculum is such that the entry of **new students may be accommodated at most levels during the academic year.**

Subject Specialization

At the Infant stage, students may have **class teachers** who teach all subjects except the second language. **All other levels are taught by subject teachers.**

The system of subject teachers allows students to benefit from subject expertise. Teachers also teach vertically which allows them to become familiar with the standards required at different levels.

Comparative analysis (to compare similar classes in one school or among schools or with those of previous years) is also facilitated.

Administrative Structure

In the Administrative field, whether at Infant, Primary or Secondary level, **Academic Quality Controllers**, not teachers, **meet** and discuss students' progress **with parents**, as **it is they who have a complete, objective picture of all aspects** of students' lives at school. Academic Controllers monitor students' progress in all academic areas – they confer with Heads of Department as necessary and closely interact with the Head Disciplinarian and the Student Life Officer who are constantly aware of students' behavioural records and extracurricular involvement. Academic Quality Controllers are, therefore, in a position to present parents with accurate, comprehensive and



impartial overviews of their children; they are also in a position to discuss coordinated, appropriate solutions with parents, as necessary.

The **Head Disciplinarian** deals with disciplinary offences on a day-to-day basis. **Teachers** report offenders; they **do not punish**. **Only the Director** (and the Head Disciplinarian, where applicable) may **punish students**. **Corporal punishment is strictly forbidden**. The Head Disciplinarian also provides teachers with behavioural support when needed.

The **Student Life Coordinator** trains and guides the students to organize and manage all aspects of Student Life. Whether in the academic or social fields, the Student Life Coordinator promotes teamwork and cooperation and constantly encourages students to get more involved themselves and increase their scope of interest. There is an open invitation to all staff to share their interests and expertise with students and to join in all SABIS Student Life Organization[®] activities.

Discipline

A high level of discipline is expected at all times. Students are encouraged to understand and appreciate the many benefits to be derived from respecting rules. They are also encouraged to be considerate towards others and to take care of their surrounds.

SABIS[®] has set guidelines for disciplinary matters; punishment, however, is not automatic. Detention is the most commonly used form of punishment and students may be detained within school hours, after school or during weekends. If detention does not result in improved behaviour, the Head Disciplinarian confers with the Director who also interacts, as required, with the appropriate Academic Quality Controller, the Student Life Coordinator and the Heads of Department in an effort to get to the root of the problem and take the most appropriate action.

All members of staff are expected to contribute to disciplinary standards by *actively* enforcing the same rules and by setting a good example. Often lack of discipline is the result of teachers applying different disciplinary methods.

Efficiency

At SABIS[®], time and resources are considered precious. The preparation, teaching approaches and teaching methods as well as the student follow-up (already explained), are efficient and time-saving. The rapid feedback given by state-of-the-art technology is also extremely efficient: it enables mistakes to be corrected before they become embedded and before they become an obstacle to further learning. Technology also relieves teachers of many repetitive tasks, saving them valuable time to do their job efficiently.



Students are taught how to organize and discipline themselves, developing study habits to complete assigned work in a timely, more efficient way. To keep instruction effective and learning efficient, short and long breaks are incorporated into the school day. Students are, therefore, able to return to class relaxed and refreshed, ready to focus anew.

To keep the SABIS® Educational System™ efficient, it is regularly reviewed and, when required, updated.

Accountability

Efficiency and high standards cannot be achieved or maintained if people are not held responsible for their actions and decisions.

In SABIS®, all individuals are accountable. Top administrators bear the responsibility for setting the standards and building the framework to achieve them. Key administrators at the school level are accountable for the complete implementation of the SABIS® Educational System™ by ensuring awareness, setting an example and establishing a harmonious, cooperative and coordinated team. Staff and students are both responsible for achieving the objectives laid down in the syllabi.

To help ensure that objectives are met, each member of staff has a superior to whom to report and from whom support and guidance are received.

Class Size

We believe in larger classes.

Larger classes develop students' talents and offer an enriching diversity of ideas and approaches that contribute to raising academic standards. They also train students to work in large groups, thus better preparing them for the future.

At SABIS®, we can teach larger classes successfully because of the way we form our classes, our classroom management techniques, our code of discipline, our teaching methods and our ongoing monitoring of students' learning and progress.

Frequent Testing

Our students are tested frequently.



Frequent testing allows the Academic Quality Controllers to monitor students' performance and pinpoints gaps that need to be filled to secure a solid foundation on which to build further knowledge.

Testing trains students in sustained mental effort for long periods of time, a training that is essential for future success. Testing also reinforces knowledge and prepares students to successfully face and tackle difficult situations under pressure.

Length of the Day

We have a longer day.

In order that students may benefit fully from classes, we need to rebuild their attention span during the day. Our long experience has shown that this requires regular breaks that inevitably increase the length of the day.

Parent-Teacher Relations

We have a different approach.

When parents have a concern, a problem or seek information about their child, they meet with the person designated by the administration for that purpose. This person has a complete overall picture of the child's academic & non-academic record and will give the parents the information needed. If there is a problem, this is investigated thoroughly and objectively and a solution is proposed and followed up until the problem is solved. This approach is more efficient and effective and avoids the possibility of confirmation and aggravation. Experience has shown that it is, by far, in the best interest of the child.



III. Extra-curricular Activities

A great deal of importance is given to extra-curricular activities. Students are encouraged to develop talents, interests, hobbies, skills and techniques through participation in physical, academic, scientific and artistic pursuits. These keep students physically fit, increase their stamina and energy, develop their interests and promote mental agility while providing ways to socialize, relax, have fun and become refreshed. Extra-curricular activities round-out students' education and they complement and facilitate academic studies.

Extra-curricular activities appropriate to the infant, primary and secondary stages of development are engaged in during daily breaks, after school and at weekends. Students learn to work effectively individually, in pairs and groups, and in teams. The efforts of students lead to in-house, local and national competitions and tournaments and sports days. Students also make a significant contribution to Open House days - when families and friends enjoy exhibitions, demonstrations and presentations - as well as to musical evenings and drama productions.

The stage of campus development may set some limits to what is offered, and when, at the different schools. However, even before purpose-built, multi-purpose facilities are available, a range of academic, enrichment, recreation and sporting programmes are offered.

IV. Other Aspects of Interest to Prospective Staff

The Working Week

The working week consists of five days and teachers have thirty class contact hours a week (may vary depending on country of employment). The thirty hours may be scheduled exclusively for teaching duties or could include other duties such as exam invigilation, supervision of students, substitute teaching, assisting the administration, contributing to academic development, etc.

Over and above class contact hours, teachers are required to allocate adequate time to ensure good teaching. Teachers are expected to prepare lessons thoroughly, keep classroom displays fresh and current and attend weekly subject meetings to discuss student progress, exchange ideas and air difficulties encountered. These meetings may take place during the lunch period or after school hours. Teachers may also have to allocate time to study any part of the course with which they are either unfamiliar or not confident. It may also be necessary to attend in-service training courses.

Students are inspired by caring, conscientious staff and teachers are encouraged to spend time with students outside of class, speaking with them, explaining things to



them, guiding them, helping them to solve their academic problems and, when necessary, raising their spirits. Although friendly, relationships between staff and students are formal: students may never address staff by their first names.

While employed by the school, **teachers may not engage in any other employment**, paid or unpaid. **This includes acting as a private tutor** to students of the school.

Attendance & Punctuality

Attendance and punctuality are essential to the SABIS® instructional philosophy and standards of discipline. The methodical, staged instruction provided requires full, prompt attendance in order that maximum benefit may be gained. Every minute of every period, every period of every day and every single day of the school year directly contributes to sound learning. Classes must begin on time and they may not be dismissed before the bell rings. The Head Disciplinarian monitors the attendance and punctuality of both students and staff, and accurate records are maintained.

Parents are informed that neither absence nor lateness is condoned. Other than in cases of emergency, medical and dental appointments must be made outside school hours, whenever possible. The school determines what a valid excuse for absence or lateness is, and students who are late may not enter class without a Permission Slip signed by the Head Disciplinarian.

Teachers are also expected to attend all classes unless they are too ill to do so. When ill, teachers are expected to contact the school as early as possible and to ensure that work is available for each of their classes to complete, under supervision.

Examinations

For the most part, examinations and their appropriate marking schemes are centrally set and distributed to all schools in the network. Sometimes it is necessary to amend these. When courses are not common to all schools, exams and their marking schemes are prepared locally within set and controlled rules.

Training

Academic staff are required to attend a two-week training course prior to the beginning of the academic year. This is necessary to introduce teachers to all components of the SABIS® Educational System™ and to allow them to become familiar with its highly organized structure and unique methods.

Administrators may visit classes at any time during the school year. Such visits may be announced or unannounced. Class visits take place for two main reasons: they assure the administration that SABIS® methods are being implemented effectively and confidently and they allow teachers to receive any support that may be necessary. In-service training courses are arranged, as appropriate.



V. The Track Record of the SABIS® Educational System™

The SABIS® Educational System™ has been designed, tested, and refined to promote motivated, achieving students who gain in knowledge, skills and self-esteem as they progress through the system. For over 130 years, the SABIS® record has been second to none. Practically all SABIS® students graduate from competitive universities.

The SABIS® Educational System™ helps prepare young men and women who go on to become prominent members of their societies all over the world. They are able to attain such positions because an integral part of the education they receive ensures that the skills, attitudes and qualities necessary to lead successful and fulfilling lives are developed.

VI. The Staff Sought for the SABIS® School Network

Of interest to the schools in the SABIS® Network are teachers who can teach at the Infant and Primary stages, those who are able to teach Primary Science and teachers of all academic disciplines in the Secondary area together with specialists in Physical Education, Art and Music for all levels.

Teaching experience is preferred but not required. What is required is sound subject(s) knowledge with the ability to motivate students and imbue them with a love for learning. In addition, to enjoy and benefit from the experience, teachers must be hard working, conscientious, flexible, cooperative and polite, tolerant of differences in beliefs and customs, positive in attitude and outlook and have an amiable disposition.

Although essential, the above-mentioned characteristics are, in themselves, not enough. Other paramount traits include **commitment and respect**. Candidates must be willing to:

- a) Commit themselves to fulfilling their remits and completing the full academic year
- b) Respect SABIS® rules, policies, and procedures and observe the laws and traditions as well as the civil and religious institutions and customs of the country of employment

The schools in the SABIS® Network follow a No Smoking policy on campus.



VII. The Professional & Personal Benefits of Working within the SABIS® Network

By adopting the approaches and methods of the SABIS® Educational System™, teachers often find themselves more effective educators. Further job satisfaction is added by being an integral member of a team, where cooperation and support are key issues. An even greater sense of accomplishment comes from teaching students who want to learn and whose results reinforce the desire to continue to achieve.

Those who are dedicated and who contribute to the goals of the SABIS® Educational System™ are also given the opportunity to develop a long-term career in a vibrant, innovative and worldwide organization. Staff may remain in one location or, after a minimum of two years' service, may transfer to another school within the Network. There are many opportunities to learn and grow.



Member and Associate Member Schools of the SABIS® School Network

AMERICAS

Private School

- [The International School of Minnesota – Eden Prairie, Minnesota, U.S.A. /ISM-Eden Prairie](#)
Tel: +1 952 918 1800
Fax: +1 952 918 1801
E-mail: ism@sabis.net
Website: ism.sabis.net
Address: 6385 Beach Road, Eden Prairie, MN 55344, U.S.A.

Charter Schools

- [SABIS® International School – Phoenix, Arizona, U.S.A. /SIS-Phoenix](#)
Tel: +1 602 305 8865
Fax: +1 602 323 5526
E-mail: sis@sabis.net
Website: sis.sabis.net
Address: 1903 E. Roeser Road, Phoenix, AZ 85040, U.S.A.
- [Linwood Public Charter School – Shreveport, Louisiana, U.S.A. /LPCS](#)
Tel: +1 318 683 2500
Fax: +1 318 865 0542
E-mail: linwood@sabis.net
Website: linwood.sabis.net
Address: 401 West 70th Street, Shreveport, LA 71106, U.S.A.
- [Holyoke Community Charter School – Holyoke, Massachusetts, U.S.A. /HCCS](#)
Tel: +1 413 533 0111
Fax: +1 413 536 5444
E-mail: hccs@sabis.net
Website: hccs.sabis.net
Address: 2200 Northampton Street, Holyoke, MA 01040, U.S.A.
- [Collegiate Charter School of Lowell – Lowell, Massachusetts, U.S.A. /CCSL](#)
Tel: +1 978 458 1399
Fax: +1 978 458 1366
E-mail: lowell@sabis.net
Website: lowell.sabis.net
Address: 1857 Middlesex Street, Lowell, MA 01851, U.S.A.
- [SABIS® International Charter School – Springfield, Massachusetts, U.S.A. /SICS](#)
Tel: +1 413 783 2600



Fax: +1 413 783 2555
E-mail: sics@sabis.net
Website: sics.sabis.net
Address: 160 Joan Street, Springfield, MA 01129, U.S.A.

- [International Academy of Flint – Flint, Michigan, U.S.A. /IAF](#)
Tel: +1 810 600 5000
Fax: +1 810 600 5300
E-mail: iaf@sabis.net
Website: iaf.sabis.net
Address: 2820 South Saginaw Street, Flint, MI 48503, U.S.A.
- [Mid-Michigan Leadership Academy – Lansing, Michigan, U.S.A. /MMLA](#)
Tel: +1 517 485 5379
Fax: +1 517 485 5892
E-mail: mmla@sabis.net
Website: mmla.sabis.net
Address: 730 West Maple Street, Lansing, MI 48906, U.S.A.
- [International Academy of Saginaw – Saginaw, Michigan, U.S.A. /IAS](#)
Tel: +1 989 921 1000
Fax: +1 989 921 1001
E-mail: ias@sabis.net
Website: ias.sabis.net
Address: 1944 Iowa Avenue, Saginaw, MI 48601, U.S.A.
- [International Academy of Atlantic City Charter School – Pleasantville, New Jersey, U.S.A. /IAAC](#)
Tel: +1 609 498 6350
Fax: +1 609 450 7135
E-mail: iaac@sabis.net
Website: iaac.sabis.net
Address: 25 West Black Horse Pike, Pleasantville, NJ 08232, U.S.A.
- [International Academy of Trenton Charter School – Trenton, New Jersey, U.S.A. /IAT](#)
Tel: +1 609 759 2005
Fax: +1 609 337 7933
E-mail: iat@sabis.net
Website: iat.sabis.net
Address: 500 Perry Street, Trenton, NJ 08618, U.S.A.
- [Mt. Auburn International Academy – Cincinnati, Ohio, U.S.A. /MAIA](#)
Tel: +1 513 241 5500



Fax: +1 513 241 5501
E-mail: maia@sabis.net
Website: maia.sabis.net
Address: 244 Southern Avenue, Cincinnati, OH 45219, U.S.A.

Licensed Schools

- [Empowerment Academy – Jersey City, New Jersey, U.S.A. /EA](#)
Tel: +1 201 630 4798
Fax:
Email: info@empacad.org
Website: empacad.org
Address: 508 Grand Street, Jersey City, NJ 07302, U.S.A.

EUROPE

Private Schools

- [Ashwicke Hall School – Bath, U.K. /AHS](#)
Tel: +44 1225 891 841
Fax: +44 1225 891 011
E-mail: info@ashwicke.sabis.net
Website: ashwickehallschool.sabis.net/ ashwickehall.sabis.net
Address: Ashwicke Hall School, Marshfield, Wiltshire, SN14 8AG, United Kingdom

- [ISF International School Frankfurt Rhein-Main – Frankfurt, Germany /ISF](#)
Tel: +49 69 95 43 19-710
Fax: +49 69 95 43 19-799
E-mail: isf@sabis.net
Website: isf.sabis.net
Address: Strasse zur Internationalen Schule 33, 65931, Frankfurt, Germany

Licensed Schools

- [International School on the Rhine – Neuss, Germany /ISR](#)
Tel: +49 2131 403 880
Fax:
E-mail: info@isr-school.de
Website: isr-school.de
Address: Konrad-Adenauer-Ring 2, 41464, Neuss, Germany

- [Cambridge School of Bucharest – Bucharest, Romania /CSB](#)



Tel: +40 21 210 2131/8

Fax: +40 21 210 2006

E-mail: office@cambridgeschool.ro

Website: cambridgeschool.ro

Address: Calea Dorobantilor 39, Jud. Bucharest, 010553, Bucharest, Romania

AFRICA

Private Schools

- [The International School of Choueifat – Cairo, Egypt /ISC-Cairo](#)

Tel: +20 100 606 9004/5/6/7/8/9, +20 2 2616 3450

Fax: +20 2 2758 0006

E-mail: isccairo@sabis.net

Website: isccairo.sabis.net

Address: P.O. Box 2760, Al Horreya, Heliopolis, Cairo, Egypt

School Address: Fifth Urban Community, New Cairo, Cairo, Egypt

- [The International School of Choueifat – City of 6 October, Egypt /ISC-6 October](#)

Tel: +20 100 606 9001/2/3, +20 2 3855 3210

Fax: +20 2 3855 3223

E-mail: isc6october@sabis.net

Website: isc6october.sabis.net

Address: P.O. Box 31, Postal Code 12582, Dreamland, City of 6 October, Al Giza, Egypt

ASIA

Private Schools

- [SABIS® SUN International School – Dreamland, Baku, Azerbaijan /SABIS® SUN](#)

Tel: +994 12 404 74 41/2/4

Mob: +994 51 990 65 65, +994 77 522 31 31

E-mail: ssisbaku@sabis.net

Website: ssisbaku.sabis.net

Address: Zigh Highway, 22km towards H. Aliyev Int'l Airport, Dreamland, Baku, Azerbaijan

Temporary Admission Office: Sapphire Plaza, 1/3 Nizami Street AZ1001, Baku, Azerbaijan

- [The International School of Choueifat – Lahore, Pakistan /ISC-Lahore](#)

Tel: +92 423 530 0028/9

Fax: +92 423 530 0035

E-mail: isclahore@sabis.net

Website: isclahore.sabis.net

Address: 662-G/1, Abdul Haque Road, Johar Town, Lahore, Pakistan 54700



MIDDLE EAST

Private Schools

- [The International School of Choueifat – Manama, Bahrain /ISC-Manama](#)
Tel: +973 160 33 333
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Public/Private Partnership Schools

- [Sardam International School – Duhok, Kurdistan, Iraq /PPP-Sardam](#)
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Website: pppsardam.sabis.net
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- [Fakhir Mergasori International School – Erbil, Kurdistan, Iraq /PPP-Fakhir](#)
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E-mail: pppmergasori@sabis.net
Website: pppmergasori.sabis.net
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- [Sarwaran International School – Erbil, Kurdistan, Iraq /PPP-Sarwaran](#)
Tel: +964 750 309 9459, +964 750 709 1804
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Website: pppsarwaran.sabis.net
Address: Sarwaran Area, Kasnazan Road, Erbil, Kurdistan, Iraq
- [Kalar International School – Kalar, Kurdistan, Iraq /PPP-Kalar](#)
Tel: +964 784 061 7036
Mobile: +964 772 151 5236
E-mail: pppkalar@sabis.net
Website: pppkalar.sabis.net
Address: Kalar Kon, near Shera Naqeeb Hospital, Kalar, Kurdistan, Iraq
- [Soran International School – Soran, Kurdistan, Iraq /PPP-Soran](#)
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- [Suleimaniah International School – Suleimaniah, Kurdistan, Iraq /PPP-Suli](#)
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- [Zakho International School – Zakho, Kurdistan, Iraq /PPP-Zakho](#)

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- [Ruwais Private School – Ruwais, Abu Dhabi, U.A.E. /RPS](#)

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- [Military High School – Madinat Zayed, Abu Dhabi, U.A.E. /MHS-Madinat Zayed](#)

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Other Links

Applicants Websites

- applicants.sabis.net/uae
- applicants.sabis.net/kurdistan
- applicants.sabis.net/egypt
- isf-sabis.net/applicants

Corporate Websites



- sabis.net
- careers.sabis.net
- webschool.sabis.net

Licensing Website

- licensing.sabis.net

Alumni Website

- saga.sabis.net